

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Misty Lynn Hade

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Francis of Assisi School

(As it should appear in the official records)

School Mailing Address 7075 Ashworth Road

(If address is P.O. Box, also include street address.)

City West Des Moines State IA Zip Code+4 (9 digits total) 50266-2416

County Dallas State School Code Number* 68228101

Telephone 515-457-7167 Fax 515-440-1042

Web site/URL http://www.sfawdm.org E-mail mhade@saintfrancisschool.org

Twitter Handle

@SFASchool_WDM Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Luvern Gubbels

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: lgubbels@dmdiocese.org

Other)

District Name _____ Tel. 515-457-7167

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Dr. Kevin Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
3. Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	32	60
1	35	41	76
2	35	30	65
3	32	39	71
4	30	44	74
5	45	35	80
6	40	36	76
7	40	38	78
8	42	35	77
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	327	330	657

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	657
(5) Total transferred students in row (3) divided by total students in row (4)	0.018
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish and Vietnamese
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 4

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 1 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

St. Francis of Assisi Catholic School has a strong reputation for its academic excellence within the Des Moines Diocese. The mission of St. Francis is “Disciples of Christ. Developing learners for life through faith, knowledge, and service”. The mission is clearly evident in every aspect of school life. Students grow in faith and wisdom and emerge as responsible citizens dedicated to the practice of life-long discipleship.

St. Francis, located in West Des Moines, Iowa, currently educates 657 remarkable and enthusiastic students in kindergarten through 8th grade. Each grade has three sections, with an average of 25 students per classroom, and teacher associates in each K-2 classroom. Strong academic results, the culture of community engagement and service, and the challenging curriculum make St. Francis an ideal candidate for the Blue Ribbon School award.

St. Francis opened 14 years ago with the establishment of kindergarten through second grade and continued to add a grade level each year until it became a complete K-8 building. In addition, the community has played a critical role in adding a gymnasium, cafeteria, library, and finally, an upstairs middle school. Partnerships with the community include communal liturgies, Boy Scout and Girl Scout troops, Grandparents’ Day, an active before and after school program (Kids Care), Junior Achievement, social justice outreach opportunities, an annual fundraising auction, and various other fundraising opportunities. All of this was accomplished while striving to reach the highest level of achievement for each student.

St. Francis also boasts some of the highest Iowa Assessment scores in the state of Iowa. Grades 3-8 all placed above the 85th National Percentile Rank in Math and English/Language Arts. The overall complete composite scores are at 90% and above for each grade. St. Francis sends an average of 72 kids to Dowling Catholic High School each year. Over 90% of St. Francis graduates are on their high school honor roll. These statistics demonstrate the highest level of achievement of our students.

Students are given an opportunity to study above their grade level through programs associated with Dowling Catholic High School. Several of the current 8th grade students are attending high school Math, Science and English courses. In addition, St. Francis is in compliance with the Blue Ribbon School’s foreign language requirements for K-8, and many students bypass Spanish 1 based on advanced placement test results.

St. Francis is a student-centered school. With differentiated learning, CRISS (Creating Independence through Student-owned Strategies) staff development, two full-time student support teachers, and a talented and gifted teacher, all students are given the opportunity to achieve their individual and school-wide goals. A Reading Recovery teacher also works with students in first grade who struggle in reading. Class-run weekly liturgies enhance each student’s religious education.

St. Francis of Assisi students are offered a wide range of enhanced curriculum opportunities including the following: Band, Choir, Mock Trial, Geography Bee, Odyssey of the Mind, Chess Club, Student Council, Battle of the Books, Creative Writing Club, Boy Scouts and Girl Scouts, Code 411, and Athletic Programs (volleyball, cheerleading, basketball, and track).

The St. Francis School staff is compassionate and dedicated to meeting the needs of every child. 23% of the school staff has advanced degrees, and all are encouraged to be life-long learners through continuing education credits. In addition, over 85% of the staff has reached their 7th anniversary with St. Francis during the 14 years since our doors opened. St. Francis experiences less than 4% faculty turnover annually. The staff is always striving to actively learn and teach in order to perpetuate leadership and educational vitality.

Students at St. Francis are committed to stewardship. Monthly Mission Awareness Days raise nearly \$20,000 per year with proceeds going to various charitable organizations including Heifer International, Habitat for Humanity, and Catholic Charities. In addition, students generously serve the community with over 3000 hours of time and talent each year. For example, St. Francis students, along with parish members, prepared 600 Christmas stockings for underprivileged children in November.

St. Francis has a proactive approach to promoting positive student behavior. The Positive Behavior Intervention Support (PBIS) program rewards students for positive and appropriate modeling of expectations. In addition, every kindergartner and first grader engages in weekly activities with an older student as a “buddy”. These buddies act as role models by providing positive interactions with the younger students.

From school-wide pep rallies to sing-alongs with our pastor, St. Francis strives for excellence academically, socially, and spiritually. The partnership with the church community, as well as with the city of West Des Moines and surrounding suburbs, indicate a school culture focused on service and life-long learning. St. Francis students, graduates, staff, and its stakeholders are dedicated to living a life of faith, service and education, which exemplify the qualities of a Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the fall of each year, students in grades three through eight at St. Francis of Assisi School are administered the Iowa Assessments. This assessment is able to assess basic knowledge of skills in all curriculum areas. It is a nationally normed assessment for mathematics (number sense and operations, algebraic patterns and connections, data analysis/ probability/statistics, geometry, and measurement), computation, reading (identifying, interpreting, analyzing, and extending information in passages), written expression (organization, sentence structure, clarity, and effective or inappropriate language), science, social studies, vocabulary, spelling, capitalization, and punctuation. The Cognitive Abilities Test (CogAt), also given in the fall, assesses thinking skills (verbal, quantitative, and nonverbal). It is administered to third and sixth graders. It measures the level of cognitive development of students, along with, general and specific reasoning abilities. These assessments, used in combination with formative and summative classroom assessments, form the academic snap-shot of a student and are used to guide classroom instruction.

Test results from the Iowa Assessments show basic proficiency levels (low, intermediate, high). A student is considered to be performing below expectation if they are under 40 percent; intermediate is a broad range that encompasses 41-90 percent, and the high achievers score above 91 percent. Our school's goal is for all students to score or be moving toward intermediate or high proficiency. Students with educational plans receive accommodations and modifications as identified on their educational plans. For the past five years, less than ten students have 504 plans and therefore no subgroup scores are reported.

In the fall of 2011, our students began taking the Iowa Assessments. Prior to that year, the students took the Iowa Test of Basic Skills (ITBS) also in the fall semester. Since we have begun the Iowa Assessments, every grade, third through eighth, has been on a steady upward trend, increasing their average score on reading and math.

- o Grade 3: Reading- +10; Math- +10.5
- o Grade 4: Reading- +13.9; Math- +12.1
- o Grade 5: Reading- +10; Math- +15.6
- o Grade 6: Reading-+6.8; Math- +15.5
- o Grade 7: Reading- +5.6; Math- +4.9
- o Grade 8: Reading- +10.2; Math-+4.8

It is particularly noteworthy that student scores dropped three years ago when St. Francis School switched from ITBS to Iowa Assessments. Student scores have risen each year, and now current assessment scores match the high performance levels previously seen on ITBS. In addition, the scores exceed the application requirements.

Each year classroom teachers assess their students' needs at each grade level. This is done through teacher collaboration, analyzing standardized test scores and classroom assessments. These assessment results are analyzed and shared with the entire faculty in the spring. The faculty then identifies students who need improvement and those who need enrichment. Group scores and individual scores are shared amongst the faculty to show areas of strengths as well as areas for growth. This yearly review provides useful data to guide instruction in the classroom.

An analysis of data is also conducted using achievement indicators. A designation of "Low" means below the 40th percentile; "Intermediate" includes the 41st percentile through the 90th percentile, and "High" equals above the 91st percentile. Trends become evident in the small number of students scoring in the low category. The data for the reading tests over the past five years indicates that an average of fewer than five students are scoring below the 40th percentile in third through eighth grade. The results from the math portion of the test shows 3 total students in third through eighth grade are scoring below the 40th percentile.

To close the gap of students in the low proficiency range we differentiate the curriculum, use Project CRISS strategies, monitor and evaluate student progress through Response to Intervention (RtI) and have continued

collaboration with the Student Assistance Team (SAT). Results have been outstanding as is demonstrated in the low number of under-performing students.

Upon additional data analysis, it is revealed that a remarkable percentage of students perform at the high level in both the reading and math sections of the Iowa Assessments. A three-year mean score indicates that an average of more than 30% of students in third through eighth grade performed at the high level in reading, and more than 34% of students in those same grade levels performed at the high level for math.

Each fall, students in third and sixth grade also participate in the CogAt. The assessment data compares the achievement scores with student ability. When evaluating data from the assessment, 87% of students consistently achieve scores matching their ability level or higher.

An assessment that is administered to students in kindergarten through third grade is the Rigby Benchmarking measure. This individual assessment is used to provide literacy and reading skills data for teachers. The information, collected three times a year, demonstrates areas of students' strengths and weaknesses to confirm appropriate classroom groupings. In addition, third through fifth grade students are individually assessed using the Basic Reading Inventory twice a year. The data from this assessment is used to build upon the areas of comprehension and fluency by placing students in flexible groupings based upon need.

2. Using Assessment Results:

The St. Francis of Assisi Catholic School staff is committed to providing students with excellent academic instruction. This is the driving force around the yearly review of assessment data, and ensures consistency of instructional methods throughout the school. Results of formative and summative assessments and Iowa Assessments are reviewed on an individual, class, and school-wide basis to determine strengths and weaknesses and to plan professional development and classroom instruction.

During grade level meetings, teachers review the individual student data, look at current performance, and compare the information to previous assessment years. Those students who are performing below the 41st percentile on the Iowa Assessments, who are performing below their peers on classroom assessments, or who are having difficulty attending to task are discussed during Student Assistance Team meetings. Likewise, students who perform in the advanced range on the Iowa Assessments are referred to the Talented and Gifted teacher for further assessment and curriculum differentiation.

The Student Assistance Team (SAT), which consists of the administrators, guidance counselors, student-support teachers, and grade level teachers, meets a minimum of every six weeks with teachers and parents (often students too). They discuss using the data to identify areas of strength and weakness. Instructional interventions are devised to improve student performance in reading, writing, math, and behavior.

St. Francis of Assisi School communicates assessment results in a variety of ways. Iowa Assessment data is sent home for parents to review and may be discussed during parent-teacher conferences. School-wide results from the Iowa Assessments appear in the annual report, which is found on the school web site and is also included in new family packets. Results from the CogAT test are not as widely shared. If parents would like, they can make an appointment to discuss this assessment data.

Teachers use a variety of means to communicate ongoing student progress and concerns with parents. Three times a year, parents are able to review a standard-based progress report for their student. This report details how the child is progressing on the academic benchmarks for the student's grade level. Along with progress reports, teachers send home rubrics, tests, and other projects for all curriculum areas. Lastly, parent-teacher conferences are scheduled twice throughout the year.

Ongoing assessment offers important information, which drives instructional decisions and practices in the classroom. St. Francis of Assisi School maintains a high profile with parents and strives to serve student and parent stakeholders with respect and adequate assessment information. The principal has provided focused professional development aligned with the goals to ensure that the instructional programs and school culture

is conducive to learning and professional growth. Student progress is continually monitored using formative and summative assessments to help improve instruction. The curriculum, instruction, and assessments are aligned with the standards to provide continued growth from grade level to grade level.

3. Sharing Lessons Learned:

St. Francis of Assisi School works in collaboration with 17 Catholic schools in the Des Moines Diocese. Through this collaboration, faculty and administration are able to share successes and ideas with other schools. Principals attend monthly administrator meetings to network and gather best practices to enhance the students' experiences. This is also an opportunity to discuss achievements and challenges, and then brainstorm solutions together.

One example of this is our standards-based reporting system. St. Francis of Assisi School participated in the pilot with three other schools and provided feedback prior to full-scale implementation in 2008-2009 in grades 6-8. There were many challenges with the format, but through communication between parents, teachers, administration, and other schools, we were able to make standards-based reporting a success for all students and families in K-8.

St. Francis has also begun to address the problems faced by students with dyslexia. Four members of our staff attended a three-day conference to help them understand the difficulties students with dyslexia face. The progress we have made in teaching them has been very rewarding and is truly an ongoing success. Since then, area schools have called on us to observe how we accommodate these children. Additionally, school administration has consulted with the Iowa State Department of Education to advise them of the work we are doing in this challenging area of instruction.

School leaders and our local Board of Education work hand in hand to discuss the future of the school. Frequent collaboration helps to keep us on track as we work achieve long-term goals. A prime example of this is the planning and budgeting that went in to a recent purchase of three carts of tablet computers.

St. Francis also has a terrific working relationship with local public schools. As a private school, there are times when we lean on the expertise of public schools to help us with students that require social services and with students that have English as a Second Language.

St. Francis is committed to improvement and to the long-term success of our school and all schools in our community; therefore we will continue to collaborate with our neighbors to help make all of the Des Moines area a model for education statewide.

4. Engaging Families and Community:

Student success at St. Francis is directly tied to the valuable lesson from God of sharing time, talents and treasures with others. Students benefit from parents and community members who volunteer in the classroom, playground, media center and lunchroom everyday to support the staff.

At St Francis a strong partnership between the student, parents and teacher creates the best learning environment and reinforcement for each student's needs. The Everyday Math program provides a frequent opportunity for families to apply math lessons to the lifelong skills of telling time, counting money, and graphing data. Nightly reading assignments reinforce the love of reading when parents spend quality time listening and helping their child read.

Parent involvement starts with consistent communication. The school's web site has extensive information such as school wide news, grade-level newsletters, calendars, and the annual progress report. St. Francis utilizes an online grading portal, Infinite Campus. This site allows parents of middle school students to review grades in "real time" and standards-driven report cards are shared online at the end of each trimester for all grades.

Volunteers share their expertise by facilitating the Junior Achievement program, bringing real world

situations to the classroom and providing a view into future opportunities in the community. Parents also take on the role of coaches for academic programs such as Odyssey of the Mind, Battle of the Books, Writing Club, and various sports teams.

The annual auction fundraiser is utilized as an incredible opportunity for hundreds of community members and parents to raise money for the most important educational priorities through a fun event. In 2012, the auction added a Fund a Wish for Wireless component and raised over \$55,000 enabling the school to become a wireless campus.

Students also learn life lessons of helping those in need by volunteering with organizations such as the Ronald McDonald House and Hospice of Central Iowa. During the fall of 2013, students donated supplies and their time to create over 600 stuffed Christmas stockings for a local Toyland Holiday Assistance Program. The students also raised over \$18,000 for Jump Rope for Heart.

The staff and community at St. Francis work collaboratively on three advisory boards to ensure students receive an extraordinary education based in a Christian experience. The Board of Education, the Home and School committee (parent-teacher organization), and the School Improvement Advisory Committee (SIAC) links parents, students and administrators to help achieve the school's mission.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Francis of Assisi School follows the Diocese of Des Moines Standards and Benchmarks, updated in June of 2009. These standards focus on the Iowa Core Curriculum and the National Common Core. Grade Level Expectations guide instruction and assessment toward the end goal of student proficiency or exceeding proficiency at each grade level.

Religion instruction is an integral part of daily schedules and the school environment promotes the practice of Christian beliefs. Students focus on serving the community, their families, and each other. Students and administrators lead daily prayer, plan liturgies and focus on the principles of the Catholic faith throughout the day.

Reading and language arts are very often taught in literacy blocks. Students are instructed in large and small groups focusing on the Read, Write, and Think standards developed by the National Council of Teachers of English and the International Reading Association.

The math curriculum is correlated with the National Council of Teaching Mathematics Standards and Iowa Common Core. It features a wide array of mathematical content areas that are revisited regularly to build solid concept development and retention. Much emphasis is placed on problem solving that can be applied in real-world situations. Students are challenged according to individual abilities through differentiated instruction.

Science is taught using an inquiry based approach and emphasizes hands-on experiences. The curriculum is integrated to include life, physical and earth science content each year. This spiraling effect provides students the opportunity to develop a deeper and fuller understanding and knowledge of science.

Social studies curriculum focuses on government, history, and geography. Emphasis is placed upon developing each student to be a knowledgeable world citizen.

The physical education program, which is under the direction of a full and a part-time certified instructor, is dedicated to promoting in all students the development and growth of fundamental skills and personal behavior essential to a life of fair play, wellness and physical fitness.

Spanish is taught in first through fifth grade once every week. Middle school students are taught Spanish within a rotation in a more concentrated way 4 days a week for one trimester (12 weeks) each year. The instructor builds upon the development of Spanish through basic vocabulary and phrases to bilingual conversation. Students also examine cultural traditions from Spanish-speaking countries. St. Francis of Assisi School is in compliance with the program's foreign language requirements.

Visual arts, directed by a full-time and a part-time instructor, provides students the opportunity to explore their creative side while learning the basic elements of art. Using a variety of materials and media, students engage in projects focused on a specific skill. Students study art history by learning to appreciate the unique techniques of master artists. The halls are adorned with students' artwork.

General music is taught at each grade level by two part-time teachers, one for the elementary grades and one for middle school. The curriculum focuses on developing the students' musical talent through exposure, practice and performance. The music teachers combine cross-curricular content with music concepts. A regular component of the music curriculum is liturgical music, which gives all students the opportunity to serve as music ministers. Instrumental music is available to students in grades 5-8 and is taught by a percussion specialist.

Technology is taught as a class to middle school students within a rotating schedule 4 days a week for one trimester (12 weeks). Topics covered include word processing, creation of spreadsheets, application (app)

development and graphic arts. Technology is also integrated into instruction throughout the school by way of the use of Mimio boards, tablets, and ceiling-mounted projectors. Students utilize tablets, the computer labs and laptop carts to enhance their learning experiences and create products in new and more efficient ways.

Guidance class is facilitated by one full-time school counselor in grades kindergarten through five and one part-time school counselor in the middle school grades, both on a weekly rotating schedule. The guidance counselors assist students with decision-making, conflict resolution and friendship skills as well as organizational and test taking skills. The counselors work with small groups and individual students on responsibility, and incorporate anti-harassment and bullying curriculum from kindergarten through eighth grade.

2. Reading/English:

St. Francis of Assisi was founded on the essentials of a balanced literacy program. Teachers focus on the development of early literacy skills in kindergarten. This includes letter sound and recognition and phonemic awareness skills to the development of shared reading and writing in group settings in the upper grades. Through the literacy block, teachers in kindergarten to eighth grade focus on comprehension, fluency, vocabulary, guided reading and writing.

This research-based approach follows the guidelines set up by Fountas and Pinnell where students receive instruction in small and large group settings based upon their skill level using flexible grouping to ensure teachers meet the needs of each student. During the guided reading small group experience, students work on a variety of skills using texts that are developmentally appropriate for their reading ability.

Each grade level uses the same comprehension vocabulary and scaffolds each strategy to ensure all students are learning at the various levels in different degrees through whole group and small group lessons. Middle school students apply the strategies learned during the elementary years and develop them at a deeper level using a variety of texts. The middle school language arts teachers meet weekly to customize the curriculum to focus on current student needs in reading and vocabulary.

Through collaboration and assessment, the Student Support and Reading Recovery teachers work with the general education teachers to develop a love of reading for all students. A Reading Recovery teacher assesses first grade students in the fall. Those students who meet the criteria are taught in a one-to-one setting, on a rigorous structured twenty-week curriculum. This program, along with our Student Support teachers, allows students to close the achievement gap with peers and to build skills for a lifetime of successful learning.

Over the last five years, we've implemented common core standards. Traditionally students would study vocabulary, events in the story, and author information for their assessment. Today, students are prompted to explain their answer with text evidence. With one or multiple books in front of them, they look for text examples to support their reasoning. They are asked to cite the book, chapter, page and paragraph number. In addition, students are asked to explain why authors and illustrators do what they do. All these questions prompt our students to think past the typical recall questions. In the end, our students are reading for purpose and understanding.

3. Mathematics:

St. Francis of Assisi School has developed a math program that focuses on building the foundation of math skills. During math instruction, teachers in kindergarten through eighth grade focus on mental math, problem solving, computation, and number theory.

Kindergarten through fifth grade teachers use Everyday Math (EDM) curriculum. The research-based program uses a spiraling approach to teach content. It begins with the foundation understanding of number sense and progresses to more complex thinking. A pre-test is given at the start of each new unit. Students then receive instruction in small and large groups based upon their skill level. The talented and gifted teacher is able to meet with students who score in the upper 5% on the pre-assessment to deepen the

understanding of math skills. Students who are not proficient at some math skills may work with a student support teacher in a small group setting. The student support teacher is able to pre-teach or re-teach math skills to students who are in need of extra support. During the guided math small group experience, students work on the lesson at their own developmental level. This grouping experience allows teachers to re-teach skills or extend learning for students.

Problem solving is a focus from kindergarten through eighth grade. Emphasis is placed on single-step and multi-step problems. The problem solving skills are assessed throughout the school year. Each grade level uses the same mathematics vocabulary, and scaffolds each strategy; all to ensure a consistency of language as their understanding of mathematics deepens.

Middle school students take an Algebra readiness test to determine if they are ready for this more challenging subject. If a student qualifies to participate in the Algebra program as a seventh grader, they are able to take Geometry at Dowling Catholic High School in eighth grade. Eighth grade students who take Algebra are able to advance to Geometry as freshmen. These students are then placed on the advanced math track where they will take AP Calculus as seniors.

Students in 6th, 7th, and 8th grade take a math class tailored to fit and meet their needs. At each grade level math courses are taught covering the regular and advanced curriculum. This ensures students are prepared for high school math because they have completed work through Pre-Algebra or Algebra, on a regular or advanced track.

4. Additional Curriculum Area:

The technology curriculum at St. Francis of Assisi School focuses on the 21st century learner. Beginning in kindergarten, students work toward a mastery of computer skills. Our teachers use several tools such as smart boards, iPads, and laptops to enhance the curriculum. As they continue to grow in their computer knowledge, students use a variety of software applications to complete homework and in-class assignments. In addition to the Microsoft Office applications, students use Kidspiration, Pixie, Glogster, and Prezi. They create videos using Microsoft Movie Maker and podcasts using Audacity. Our students also use a variety of web 2.0 tools such as Storybird, Wordle, and Animoto. Middle School projects range from using Excel to create mean, median, and mode graphs to using Photoshop to complete their art projects.

Formal technology instruction begins in a computer lab setting. All students spend at least one period a week in the lab. The initial goal of this direct instruction is to have students feel comfortable with the basics of using a mouse, opening programs, and navigating menus. Then, starting in third grade, formal keyboarding instruction begins, using the proven application Type to Learn.

St. Francis of Assisi is a Google Apps for Education school, which enables us to supply fifth through eighth graders with a restricted school email account. This also gives them access to the full complement of Google applications. Using cloud-based computing has allowed us to extend the classroom into the home of each child. All students can access a web-based word processor and online data storage, no matter where they are studying. This helps eliminate lost data and simplifies submission of assignments.

Because we are dedicated to educating our students to succeed in a “flat world”, teachers incorporate more technology into the classroom each year. We continually plan for future improvements and fundraise so that we can budget for future upgrades. Past plans enabled us to put smart boards into each classroom and provide laptop carts for middle school students. Current planning has enabled us to establish a complete wireless campus and add tablet computers that will allow us to take advantage of Internet based learning in the future. We will continue to focus on technology so that our students will leave St. Francis of Assisi School poised to succeed in high school and beyond.

5. Instructional Methods:

St. Francis of Assisi School makes it a priority to attend to students' abilities, interests, needs, strengths, preferences, and learning styles. Differentiation is an important part of our curriculum, teaching strategies,

and assessments. This is in evidence throughout the school.

Students in second through eighth grade participate in the Accelerated Reader Program as well as learning centers during reading and math instruction. The center activities provide student opportunity to practice skills at their readiness level. First through fifth grade students use a differentiated, individualized spelling curriculum focused on vowel patterns in words. Middle school teachers differentiate a majority of their projects and assessments for students. This allows students to choose the appropriate project or assessment to best show the teacher the knowledge gained during the unit.

The Student Support program offers an opportunity for math, reading, and writing instruction to be differentiated. Students are identified by the Student Assistance Team (SAT) in need of pre-teaching and or re-teaching of content in one-on-one or small group settings. In a similar fashion, the talented and gifted teacher collaborates with teachers and parents, and uses enhanced learning projects to extend the learning of students who are working above grade level.

On a daily basis, students in kindergarten through second grade have the opportunity to work with a classroom associate. The associate provides assistance in classroom management, works with students in small groups, answers questions, and assesses students during independent work time.

Teachers have participated in Project CRISS and effective instruction professional development. Learning to create independence through student strategies has deepened the focus of what differentiation is and how best to use the strategies to increase student achievement. Through the continued effort to use the Project CRISS strategies to build independence, along with effective instruction by our staff, St. Francis of Assisi School continues on the path of meeting individual student needs through differentiation in all curriculum areas.

6. Professional Development:

St. Francis demonstrates an ongoing professional development approach through the implementation and analysis of the Common Core Curriculum Standards, Diocesan Standards and Benchmarks, and building goals that focus on student learning rather than teachers teaching. Each year, the faculty engages in more than 50 hours of professional development to ensure success in critical thinking, creativity, collaboration, adaptability, productivity and accountability.

The staff at St. Francis fosters a community of collective responsibility for the success of all students. The leadership team provides time and financial support for professional development. At the beginning of each year, faculty creates professional goals after determining the needs of students through discussion, analysis of assessment data, teacher observation, and reflection. For example, St. Francis focused on differentiation this fall through Project CRISStraining and differentiating with technology workshops. In addition, four teachers attended professional dyslexia screening training this past summer. Progression toward professional goals is assessed through a professional portfolio analyzed by the administrative team at the end of each calendar year.

Professional development sessions include multiple full-day, as well as half day workshops. Throughout the workshops, teachers are able to collaborate with fellow grade level and content colleagues, while learning about the new and upcoming best practices in education. In addition, teachers meet regularly in study team groups to share ideas, lessons, and discuss the learning happening in the classroom and during the professional development days. Furthermore, the Home and School Organization provides financial support for speakers and trainers in such areas as bullying and character education for the students as well as special sessions for the teachers.

Beginning teachers receive extensive peer mentoring and instructional resources to foster the culture of learning rather than a culture of teaching. In addition, the environment at St. Francis encourages teachers to reflect daily on improvement opportunities, both personally and professionally, to foster long-term success, rather than limiting change to one-day workshops.

Beyond the expected professional development hours, St. Francis of Assisi School provides opportunities for teachers to participate in workshops, conferences, and seminars in the summer, during the school year, and on-line. Examples have included training on cyber safety and social media, formative assessments, writing and reading across the curriculum, and positive behavior reinforcement. These opportunities provide research-based best practices for teachers to use in the classroom and help students to thrive in a culture of excellence.

7. School Leadership

St. Francis of Assisi's leadership philosophy upholds the moral and ethical teachings of the Catholic Church. The pastor and the administration of the St. Francis of Assisi's leadership team partner with faculty, staff, parents, students, and community members on various committees are involved in designing and implementing policies, procedures, and initiatives at the school. These committees, including the Student Improvement Advisory Committee (SIAC), the St. Francis Leadership Team (SFLT), the Student Assistance Team (SAT), the Common Core Curriculum Committee, Marketing Committee, Student Council, and the Home and School Association, report quarterly to the pastor, Board of Education, and the principal to ensure accountability.

Under the purview of the State Department of Education, the principal's passionate commitment to servant leadership drives the school community to educational excellence. The principal and vice principal recruit, select, supervise, empower and evaluate school personnel in light of St. Francis's mission and educational philosophy. Whether it is through the annual FrancisFest celebration in October, the motivation during the Iowa Assessment week, the pastor leading the school in a sing-a-long, or the countless volunteer hours, the staff and faculty at St. Francis inspire all students toward a culture of excellence.

With suggestions from the Student Improvement Advisory Committee (SIAC), administrators determine technology, curriculum, and environmental needs. In the past three years, SIAC has successfully completed a parent satisfaction survey informing the administrators of areas of improvement. Leadership teams have also focused on action plans, including an initiative to increase iPad usage in the classrooms and bringing in bullying speakers to address staff, parents and students.

The teachers at St. Francis commit themselves to professional excellence and spiritual growth. Teachers collaborate daily within grade-level teams to align the school's curriculum with the Iowa Core and Common Core Standards. Increased technology, differentiated instruction, critical thinking, independent and cooperative problem solving, and scientific and historical reasoning are just a few examples of the areas for ongoing assessment. In addition, the teachers serve on numerous leadership committees and facilitate the St. Francis Student Council, a group of young student leaders who organize numerous mission projects and Mission Awareness Days.

Finally, the Catholic Church calls parents, as the first educators of their children, to partner with the philosophy of Catholic education by supporting the educational opportunities offered. The entire Catholic community, especially the parish family, shares responsibility for providing the leadership and the community of faith that supports St. Francis School.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$3175
1	\$3175
2	\$3175
3	\$3175
4	\$3175
5	\$3175
6	\$3175
7	\$3175
8	\$3175
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$4925
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1750
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 33%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	193	186	183	189	196
Number of students tested	71	75	78	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	212	202	200	220	214
Number of students tested	74	78	78	79	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

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REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	227	219	212	229	213
Number of students tested	71	76	78	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

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REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	242	226	227	239	249
Number of students tested	76	76	78	76	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

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REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	258	250	253	273	270
Number of students tested	78	78	70	75	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	273	272	268	283	286
Number of students tested	77	69	73	67	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

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REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	197	193	187	195	194
Number of students tested	71	75	78	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	220	211	206	217	211
Number of students tested	74	78	78	79	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	235	222	225	224	226
Number of students tested	71	76	78	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	236	233	229	235	243
Number of students tested	76	76	78	76	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	262	253	256	260	257
Number of students tested	78	78	70	75	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	280	276	270	272	276
Number of students tested	77	69	73	67	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2013-2014, Year 2 from 2012-2013, Year 3 from 2011-2012, Year 4 from 2010-2011, and Year 5 from 2009-2010.

In 2009-2010 and 2010-2011 the students took the Iowa Test of Basic Skills. Those scores are reflected in the last two columns. Beginning with the Fall of 2011 and continuing to the present time, the students take the Iowa Assessments. This data is reflected in the first three columns.